

Developing positive
student self-concept
(Analysis and action
series)

Silvernail, David L.

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Developing Positive Student Self Concept Second Edition

SJ Ball



Developing Positive Student Self Concept Second Edition:

Developing Positive Student Self-concept David L. Silvernail,1981 **Resources in Education** ,1990-05

Developing Positive Student Self-concept David L. Silvernail,1985 This publication reviews empirical research in an effort to 1 help educators improve their understanding of self concept development and 2 identify effective strategies for developing positive student self concepts An introduction and a brief section on definitions is followed by a discussion of early pre school self concept development The topic of schooling and self concept development is then discussed in terms of the impact of school variables and self concept enhancement strategies on student self concept A discussion of the teacher s role in self concept enhancement follows focused on diagnosis of student self concept and the planning of intervention strategies It is concluded that the impact of schools in general and teachers in particular on the self images of youth can be negative but that concerted efforts to bring about positive changes frequently succeed In addition future research should respond 1 to the need for more action research to identify effective change strategies and 2 to the need for a more comprehensive understanding of the construct of self concept Such an understanding would be particularly concerned with the way in which self concept develops what influences it how it changes and how the changes can be measured Over 225 references are cited RH **Building A Positive Self-concept** Marjorie Jacobs,1988 **Appendixes to Toward a State of Esteem** California Task Force to Promote Self-Esteem, and Personal and Social Responsibility,1990 The materials in these appendixes are offered as a supplement to the findings and recommendation in the final report of a California task force created to promote self esteem and personal responsibility They include an extensive bibliography of self esteem resource materials a listing of self esteem program resources an outline of the work being done by the various county task forces in California and copies of the legislation relevant to this task force s mission Appendix A lists the California County Task Forces for Self esteem and Personal and Social Responsibility Appendix B provides a resource inventory of programs having self esteem components It includes programs in California listed by county and programs outside of California Appendix C describes programs projects and curricula in self esteem and personal and social responsibility Appendix D lists relevant books periodicals dissertations audiotapes and videotapes Self esteem assessment instruments are described in appendix E Appendixes F G and H list agencies and organizations publishers and distributors and human resources respectively The final appendix includes California legislation on self esteem and personal and social responsibility NB *Developing Second-language Skills* Kenneth Chastain,1988 **Building Positive Self-concepts** Donald W. Felker,1974 **Today's Education** ,1983 **Resources in Education** ,1996 **Planning Effective Curriculum for Gifted Learners** Joyce VanTassel-Baska,1992 *Planning Effective Curriculum for Gifted Learners* has checklists forms activities and dozens of practical ideas for planning K 12 curriculum It covers strategies and management techniques plus materials and differentiated activities Sample units are included to provide practical applications of the ideas Disadvantaged students and

learning disabled populations are covered **California. Court of Appeal (2nd Appellate District). Records and Briefs**
California (State)., Innovative Approaches to Education and Human Development ,1998 *Curriculum Review* ,1985
El-Hi Textbooks and Serials in Print ,2006 Intercultural Education Series ,1970 *Creating Drug-free Schools and*
Communities C. Lynn Fox, Shirley E. Forbing, 1992 *Communicating in the Classroom* Kathleen M. Kougl, 1997 This well
organized text is designed to help prospective teachers understand the dynamics of communication **Educational**
Psychology and Instructional Decisions Nelson F. DuBois, George F. Alverson, Richard K. Staley, 1979 *Hope,*
Intolerance, and Greed Debra J. Anderson, Robert Major, Richard Mitchell, 1995-01-16 Allows educators to see America as it is
assists them in re thinking the curriculum and suggests what the majority in a democracy need to learn **Educational**
Psychology Herbert John Klausmeier, 1985

Decoding **Developing Positive Student Self Concept Second Edition**: Revealing the Captivating Potential of Verbal Expression

In an era characterized by interconnectedness and an insatiable thirst for knowledge, the captivating potential of verbal expression has emerged as a formidable force. Its power to evoke sentiments, stimulate introspection, and incite profound transformations is genuinely awe-inspiring. Within the pages of "**Developing Positive Student Self Concept Second Edition**," a mesmerizing literary creation penned with a celebrated wordsmith, readers attempt an enlightening odyssey, unraveling the intricate significance of language and its enduring effect on our lives. In this appraisal, we shall explore the book's central themes, evaluate its distinctive writing style, and gauge its pervasive influence on the hearts and minds of its readership.

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